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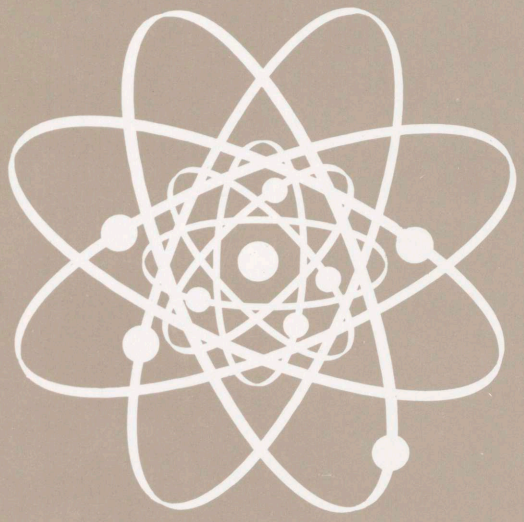
Southern Illinois University / November, 1968



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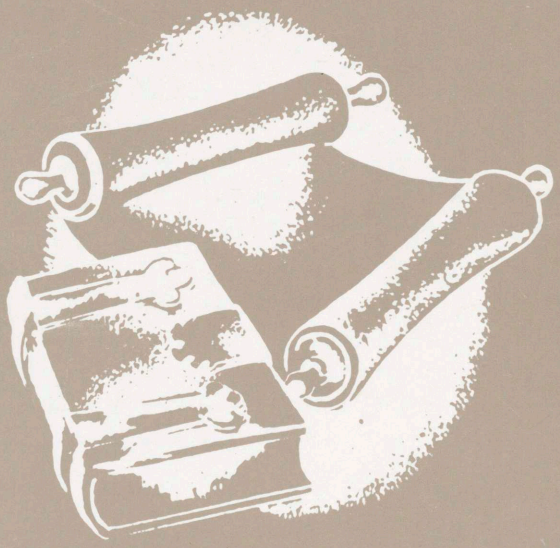

'THE GENERAL EDUCATION'

Alumnus

Southern Illinois University

VOL. 30, NO. 4 *November, 1968*

ROBERT G. HAYS '61 *Editor*

Publication of

The Association of Alumni and Former Students

Southern Illinois University

Honorable & Mentionable...

Both chancellors Robert W. MacVicar and John S. Rendleman offered good advice to new students on their respective campuses as fall quarter classes opened. Both pledged freedom of thought and expression, but maintenance of order on campus.

"If you wish to protest," Chancellor Rendleman told students in an Edwardsville convocation, "please do so, because dialogue is most important to the University." He offered SIU as a place "where we can help you learn how to think, not what to think." Students are welcome to disagree with ideas and policies of the University, he said, so long as disagreement is expressed "within legitimate bounds."

At Carbondale, Chancellor MacVicar pledged "my effort to make the University a free University . . . a school where freedom can be sought and expressed without restraint." He also pledged "a University where order prevails," adding that "We cannot have a free and open University unless we have the respect of the majority. But we must equally resist the tyranny of the minority."

We are well aware of the sentiment among a great many alumni concerning order on campus. As both chancellors pointed out, however, both order *and* a free climate of expression are essential in a responsible university. On both points, we hope the students listened well.

—R. G. H.

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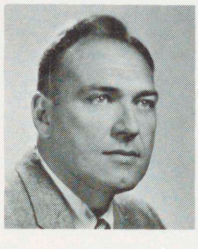
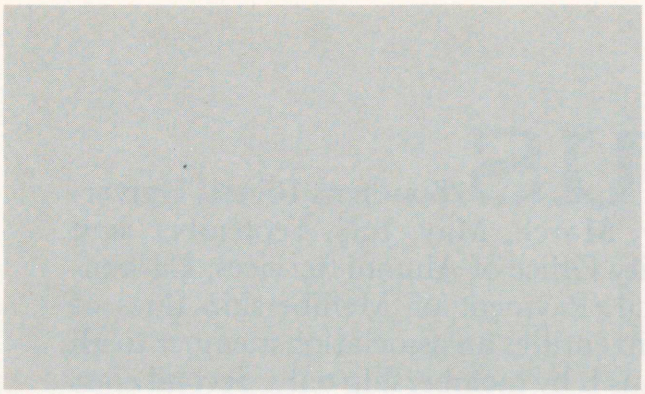
Cultural Split Western civilization has become a house divided against itself, contends S. Morris Eames, split by the deepening chasm between science on the one hand and the humanities on the other. His plea for new direction provides a disturbing and thought-provoking article. See page 4.

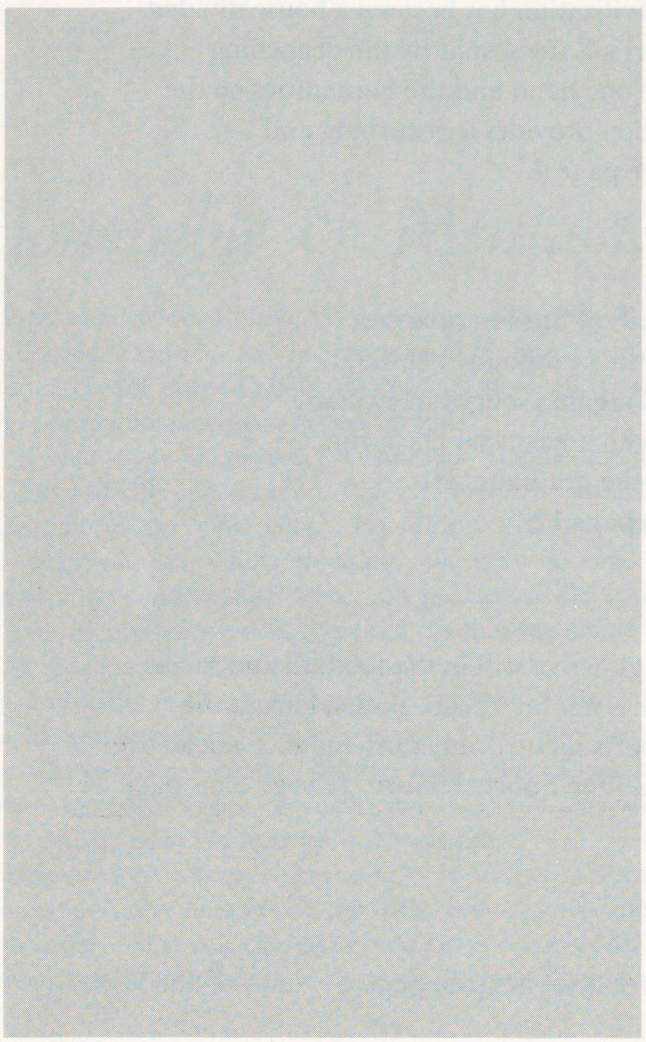


General Studies SIU's General Studies program obviously can be no better than the philosophy behind it. This, then, is what Andrew T. Vaughan sought to evaluate through discussions with those who are consumers of the University's ultimate product—the graduate. His findings are interesting. Turn to page 12.

Deadline Sports Although we're still in the football and soccer season, the winter sports scene is not far ahead. Both a look at the current Saluki and Cougar sports picture and a brief glance ahead are provided in this month's Deadline Sports feature. It begins on page 21.



The Alumni Association



President Delyte W. Morris was honored during Carbondale campus Homecoming activities for twenty years of service to SIU. Formal honors included presentation during half-time ceremonies at the Saluki-Youngstown football game of a citation, formally approved by the Alumni Association Board. Association President Richard Hunsaker made the presentation. For benefit of those unable to be present, the citation is reproduced on the facing page.

The Association of Alumni and Former Students of Southern Illinois University

Salutes

Delyte W. Morris

for

Twenty Years of Outstanding Service in the Building of a Great University

DELYTE WESLEY MORRIS came to Southern Illinois University two decades ago with a vision. He saw in the institution a potentially great and dynamic social force, a major University recognized as a leader throughout the realm of higher education. Although he modestly disclaims credit for his achievement, Dr. Morris himself has made that vision come to pass.

Under twenty years of his leadership, Southern Illinois University has emerged as a pre-eminent landmark on the map of educational institutions. As architect of that emergence, Dr. Morris has been of outstanding service not only to his native Southern Illinois, but also to the state, the nation, and the world. As builder of a multi-campus center of learning serving the educational needs of tens of thousands of students each year, he has earned the gratitude of generations yet to come. The fact that SIU quality has grown with SIU numbers is a tribute to his guidance.

Dr. Morris has been a champion of that freedom of inquiry and expression which is the lifeblood of a university. Yet his firm commitment to a steadfast position that dissidence must end where it interferes with the rights of others has done much to slow the assault on educational institutions prompted by the peculiarly destructive strategy for social change espoused by many in recent times.

With Dr. Morris as President and Mrs. Morris as First Lady, we, as graduates and former students, have watched with profound pride the maturation of our great University. We will count it an honor and privilege to move with them into Southern Illinois University's second century of achievement. It is in this spirit that we present this Citation as an expression of our gratitude and affection.

Richard A. Hunsaker

November 1, 1968

RICHARD A. HUNSAKER, *President*

THE ASSOCIATION OF ALUMNI AND FORMER STUDENTS · 1896 · SOUTHERN ILLINOIS UNIVERSITY

General Education and the Two Cultures

By S. Morris Eames

What we have come to call "western civilization" is an intellectual house divided within itself. One part of our life is a culture made by science. Another part is a culture made by literature and the arts or what we call generally "the humanities." A wide chasm has developed between these two cultures, and our lives reflect this deepening split.

A few years ago, C. P. Snow shocked us into a discussion of this problem with his famous Cambridge lecture, *The Two Cultures and the Scientific Revolution,* followed by his later book, *The Two Cultures and a Second Look.* C. P. Snow stated the problem simply: There are scientists who appear to know little about our literary culture and there are literary people who appear to know little about science.

From his own experience, Snow selected an extreme example of a scientific man who told him that once he tried to read Charles Dickens and gave it up. The scientist said he couldn't understand Dickens. On the other hand, Snow said that once he was in a gathering of literary people and asked if they knew what was meant by "the Second Law of Thermodynamics." The literary people were negative and cold. Our intellectual life, Snow declared, is deeply split between a culture developed by scientific theorists and technological experts in one camp and a culture developed by literary and humanistic thinkers on the other.

In considering this problem, let us look at that part of a university which is designated as a College of Liberal Arts and Sciences. Having all the courses in the humanities and the sciences listed in one catalogue gives the impression of unity of intellectual program and purpose. But this is an illusion. Any professor who has worked on curriculum planning knows that the courses listed have come out of conflicts and compromises between the two cultures and have emerged as the final requirements. Students across our land compelled to take these requirements are victims of this compromise process. Their intellectual attitudes reflect this condition. Students in the sciences ask why they must waste their time taking courses in the humanities. Students in the humanities ask why they must waste their time taking courses in the sciences. Sometimes students are told that if they take these fragmented courses in each culture that somehow, by some miracle perhaps, they will emerge a unified intellectual personality. I don't think this happens, and for many reasons. In the first place, we cannot force unity of our knowledge from without and we cannot pin it on our academic gowns as decorations. My experience in three large universities shows me that the attitudes of professors in the sciences and in the humanities, in their lectures and in their personal responses, reflect this conflict in our intellectual life. In many cases their attitudes

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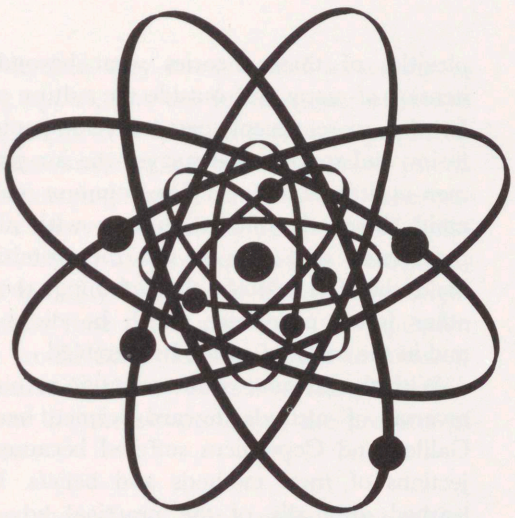

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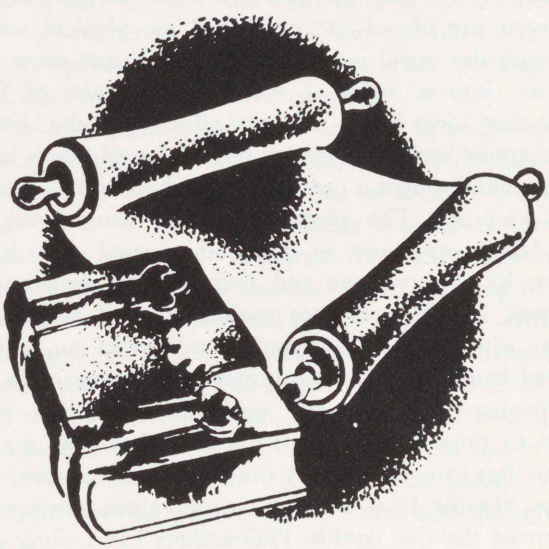

"With the advance of the scientific revolution a curious reversal of attitude toward science has taken place."

are bitter, especially when they are compelled to teach students outside their fields of specialization, and their bitterness is symptomatic of our intellectual sickness. The problem of the relation of the culture of science to the culture of the humanities is the central problem of our time.

It is my belief that this problem has been in the making for several centuries. It began with the scientific revolution which, I will say arbitrarily, was initiated by Galileo. Galileo's critical attitude and his use of scientific instruments brought about a new approach to the pursuit of knowledge. This emerging knowledge with its new attitudes and new methods of inquiry cut the ground from under the old solidarities, the old unities, the established beliefs of the Middle Ages. Francis Bacon, while slight in his scientific accomplishments, felt the winds blowing from a new world and he proclaimed the land of scientific promise from afar. But it was Rene Descartes who drove the division deeper between the life of the mind and the physical world. He split the world into inner and outer, into spirit and matter, into a realm of value and a realm of fact. Descartes' ideas had a powerful effect upon the climate of scientific endeavor, for his bifurcation of man's intellectual life brought a measure of freedom to the pioneering scientists. The physical scientist could work in his laboratory more or less unhampered. He could make his observations and carry on his experiments without interference from zealous men of religion or those who were institutional guardians of an alleged sacred truth. The latter concerned themselves with the happenings in the physical world. It is true that, from time to time, some scientists expressed a guilt feeling about this growing split in the intellectual culture, and some, like Sir Isaac Newton, made valiant attempts to reconcile the two worlds. Philosophers like Leibniz also tried to unify the growing divergencies in the accumulation of knowledge, but all such attempts failed.

The scientific revolution gained momentum. The growth of new knowledge increased at a rate never before known. This could be called the "knowledge explosion" of the last three centuries. It brought forth developments such as atomic theory, the theory of evolution, and the theory of quantum physics. The complexities of these theories went beyond the comprehension of many men outside the culture of the scientists. In the more recent past, developments like nuclear fission and space travel stagger the imaginations of most men outside of science. The common man today stands amid these scientific revolutions with about the same puzzlement and awe as did the primitive who stood amid the dark clouds, the lightning, the thunder, and other forces of nature which he did not understand and in the midst of which he trembled.

With the advance of the scientific revolution a curious reversal of attitude toward science has taken place. Galileo and Copernicus suffered because of violent rejections of their methods and beliefs. However, men learned gradually of the practical advantages of the applications of what seemed so abstruse, of what they once thought was so dangerous in scientific endeavor. From these scientific activities an expanding technological culture arose and the tremendous advantages of the new productive facilities were welcomed. Important men of both cultures, and the common man as well, began to praise science, to worship it, to make of it a new fetish. It has become commonplace to claim that something is "scientific," to use this word as a sort of halo around any preferential value or prejudice. When it is said that "science has proved this" (whether this is actually the case or not), then this kind of authoritative statement is supposed to end all discussion; no more inquiry is necessary; no more questions need by asked. This fetish has invaded the advertising media, and it is used to incite approvals and purchases of certain products. There is almost a religious glow, a sacred aura, which hovers over any product or cause or value which falls under the emotional approval of the word "scientific."

The emotional acceptance of science does not mean that the complicated theories of the scientific revolution are part of every man's intellectual culture. Most of us are about as far from understanding what kind of culture the new science has brought as would be the primitives in their unreflective wonderments of nature. Once I asked a class in humanities if anyone could explain Newton's Law of Gravitation, and not a single one from freshmen through seniors could do it. They

had heard of it, and they knew it had something to do with falling apples, but the full meaning of it was as remote as it might have been to a cultural primitive. I never had the courage to ask Snow's question put to literary men concerning the Second Law of Thermodynamics, and a query about Einstein's Theory of Relativity or the Michelson-Morely experiments seemed impossible. In all humility I must add that if some bright student had come forth with answers to my question on Newton, I would have been hard put to know if he stated the scientific theory correctly. Thus, I experience in my own life the seriousness of the problem of the two cultures.

I believe that these facts, along with others which could be cited, point up an obvious condition in our intellectual lives. Scientific methods and beliefs for most intellectuals outside of science are things apart, things isolated in a different cultural world. It is a culture which, for the most part, only scientists themselves understand and share.

This is not to say that the scientific revolution has not brought about radical changes in all our lives. Scientific research has touched our lives in many ways, and we may think first of matters of health and longevity of life. The inventions and applications flowing from many of these theories produced a mammoth industrial system. The scientific revolution released new energies of creativity and made obsolete old habits of craftsmanship. The technological applications of scientific theories brought results which the common man and intellectuals outside the world of science and technology could experience directly. It produced more objects for the fulfillment of desires; it made possible the biological revolution and population explosion of the last four hundred years without a greater disaster of starvation and poverty. Industrialization could not have taken place without the advance of scientific discovery, and today its consequences and values are so desired that every so-called "backward" nation aspires to move into the technological age.

If science and its technological applications solved some problems, it created others in our emotional, social, and intellectual lives. Mass production and the mass organization it required thrust man into the great complexes of a corporate culture. Mass governments were created, not merely to control the new phenomenon of industry, but to protect it and to extend it. As corporate industrial powers grew, corporate governments created mass military organizations and mass warfare. This corporate-type culture has flowed into many of our other institutions, into many of our churches and into many of our schools. Some churches have become more like corporations and some schools have become more like factories. For the most part, decisions affecting individual human destinies are now made by a very few men in powerful positions of authority in various corporate organizations, particularly government, industry, and military. New impulses and new emotions have not been generated to cope with these rapidly moving and wholesale changes in our lives, and this condition creates part of the crisis of our age. The old loves, the old fears which acted as defense mechanisms in the past no longer fit our modern world, yet they push us forward into the rush of new circumstances. The old desires for dominance and the old objects of national pride impel us onward to what threatens to be a suicidal death of our civilization.

The advance of scientific theory and of technological developments has produced various kinds of responses by people in the humanities. One of these responses is noted by C. P. Snow. He claims that many literary intellectuals never fully accepted the industrial revolution. We might add to this and say that many in the humanities, in their personal lives and in their writings, condemn it and even hate it. (A former colleague of mine hates the industrial society so much that he refuses to buy a television set.) Many say that their chief concern is with man's inner life, with "the life of the mind," and that they are trying to rescue modern man from the terrible calamity of an empty spiritual life.

When we look more closely into what the poets, the novelists, the artists are doing, we see that they are giving expression to modern man's feelings, to his frustrations, to his absurdities, to his alienation and loneliness. In the same manner in which scientific theories have become more complicated, artistic and literary expressions have grown more complex. If the scientist who told C. P. Snow that he had given up trying to

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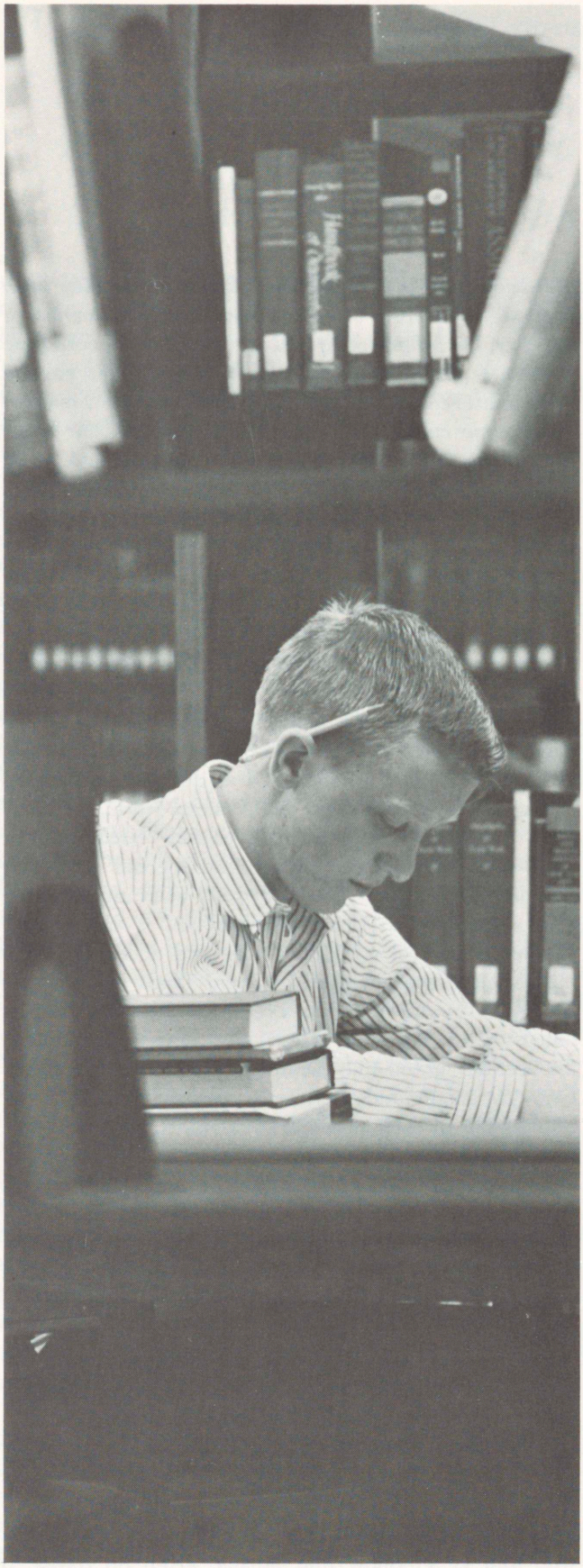

understand Dickens had encountered some of the modern literary works, there would be no difficulty in predicting his bewilderment. What could he do with those who write in the mood of the philosophy of absurdity and the philosophy of alienation? Do many outside the humanities feel and experience the absurdities of modern life? For instance, we wage war to make peace and we kill men to make them democratic. All this seems to some literary and humanistic writers as absurd, and many other aspects of modern life seem also absurd, as Albert Camus shows in *The Stranger.*

How do men outside the humanities, including the scientists, evaluate the life of man in a corporate society? It can be shown that the power elites of government, industry, and military have emerged with an ever-tightening control over a large number of men's lives. To many sensitive writers, modern man's freedom is being curbed, his individuality is being crushed, and his goals and purposes are being diverted into daydreams. What is happening to man's spirit, to his emotional life? Some say he is becoming a "thing" which feels not and thinks not, that he is not a brother to the ox, as Edwin Markham put it, but a brother to the machine and its impersonal organization. To dramatize the condition of modern life, Franz Kafka wrote a story about a man who found himself turning into a cockroach.

It is often said that one of the marks of a civilization is the value which that civilization places upon its artists. If there is any truth in this contention, then we must admit that the poet, the novelist, the painter, the musician are pushed to the outer rim of our culture. To be sure, these artists are accorded a kind of idle curiosity by many outside of their interests, and their creations often become mere "conversation pieces" to those who do not understand. The center of life today is occupied by the scientist and the technological expert. The intellectual in the humanities pushed out of the center of things paints in vivid colors the paucity of modern man's emotional life. No doubt some of these expressions are fantasies of his own mind, others are esoteric reveries, some are grotesque emotional inventions. These responses must be understood, however, in the light of the kind of existential situation in which we find ourselves. Be that as it is, there is much truth and

insight in what these men tell us about ourselves. Modern life does lack emotional and intellectual unity, and the disharmonies and imbalances are real.

Perhaps some of you will think I am overstating the problem of the relation of the two cultures. I believe the problem is primary and crucial. Furthermore, I believe that American education is headed for disaster, unless present trends in the two cultures are reversed. Change, growth, and decay are natural processes, and some dawn of a new age will always come to us, but its unplanned occurrence may be accidentally fortunate or tragic. Our only hope against the blind happenings of change is a redirection of life, and conscious education, intelligently and humanely planned, is our only way out.

If anyone thinks I am over-playing my theme, let us remind ourselves of one of the most devastating episodes in all human history, and it is an episode so well remembered from only yesterday. The Nazi Germans emerged from a society which had developed the two cultures to a high degree. Long ago the division between science and value had been driven deeply into their lives, for men like Immanuel Kant had taught that reason marks off two distinct worlds—one of science and the other of morals. Morality was placed in a compartment where motive ruled supreme, and it was a motive taken without regard to the consequences it produced. Where duties were delineated, they were not duties emerging from the new human relations of a scientific and technological culture. Furthermore, motives and duties were completely divorced from feelings, impulses, and emotions. In this philosophy of experience, the impulses were left with no intelligent guidance, and men of power in government, industry, and the military seized upon this no-man's-land of impulse with demonic intentions. The impression must not be left that it is the German nation alone which has experienced this problem. The division in intellectual culture is a problem for all in what we call "western civilization." It is a problem which grew from the time of Galileo, an Italian; which passed through Descartes, a Frenchman; which was deepened by Kant, a German, and which is carried forward today by British and American thinkers who continue to split the world into two cultures, into science and value.

I would not have selected this problem of the two cultures if I had not given serious consideration to an answer. I believe that we need to create a new "intellectual public," a new kind of teacher and a new kind

DR. EAMES

of college graduate. I believe that this is the task of the College of Liberal Arts and Sciences. The wide divergencies between the sciences and the humanities must be overcome, even if slowly, by certain kinds of teaching. We need a teacher of science who is a student of science and who can translate the attitudes, the methods, and the conclusions of science into the language of the non-scientific student or the student who is not planning on becoming a research scientist. We need a teacher of humanities who is a student of the great poets, novelists, artists, musicians, and who can translate these complex expressions of feelings and sentiments into the emotional life of the general student or the student who is not going to be, say, a poet. The emphasis here is upon the teacher as scholar and as communicator of meanings. This kind of teacher

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will not replace the research professor; the temperaments and interests of both are needed in the total intellectual process. But the teacher who synthesizes the conclusions of both cultures and communicates these to his students must be valued and rewarded in the same manner as the research professor is honored and rewarded today.

Teachers of science too often think of their task as that of making more scientists, and too often they look upon the task of creating understanding and appreciation of science on the part of non-scientists as beneath their professional dignity. We should remind these teachers of the fate of their colleagues in totalitarian countries. When those in a general culture do not understand enough to appreciate the work of the scientist, then the scientist lives at the precarious mercy of an ignorant populace and of the raw impulses of the blind men of power. His freedom to inquire and even his life are in constant peril. The scientist does not live in a cultural vacuum, isolated in his laboratory, and smug in his pride of working on a research contract from industry, the government, or the military. As our scientists are learning every day, some decisions are made using their researches in ways in which they disapprove. In these cases, the scientist has little or no power over the decisions directing the uses of his research, and about all he can do is protest the employment of his findings for the purposes of mass murder. Protest, however, is a weak form of power; it does not have the kind of effectiveness which comes from the power of decision and the execution of policy.

On the other hand, intellectuals in the humanities have a positive role to play in the healing of the breach between the two cultures. I have mentioned the contributions made in understanding what has happened to us emotionally. The literature of absurdity and alienation sets the problems of modern man's life. It does not solve them. Some of these artistic expressions lapse too easily into a vulgar psychology of the human spirit. It is the nature of creative art to move through the human existential situation to some kind of aesthetic fulfillment. When art does this, then it enhances the meaning and quality of life. The life and work of the man in the humanities can become as segmented and isolated as the life of certain scientists mentioned above. It is possible to teach a course in ethics, for instance, which is so analytic that it is detached from the problems of men. It should be remembered that, in the final analysis, moral principles are clarified in their application; their ambiguity or clarity is made vivid in the quality of life they produce.

While I have been speaking of the sciences and the humanities, no doubt many of you have been wondering about the culture of the social scientists. To which of the two cultures do they belong? I could write a long personal narrative here, having taught in this field and having mediated many conflicts concerning the role of the social scientists in the Liberal Arts College. Time does not allow an extended treatment of this problem, so I will state my conclusions without the qualifications. The social sciences are more akin to the humanities when they select as their subject matter genuine human problems or what may be called the "problems of men," problems of poverty, war, crime, hunger, housing, and cultural deprivation. The social sciences are more akin to the physical sciences when they strive to develop methods of inquiry which are as precise as their subject matter allows. A tremendous work is marked out for the social scientists, a work which ought to command respect and appreciation from both those in the humanities and those in the physical sciences. The problems of the social scientists are vital, deeply human problems, and the methods they need for the solution of these are the precise methods of a science.

When I say that we need a new "intellectual public" created by teachers who are dedicated to the values put forth here, no doubt many of you will think me hopelessly romantic. The channels of intellectual history are running in a different direction and their currents are swift and strong. Intellectual habits are the most difficult to change, and as A. E. Housman says of earth and high heaven, they are "fixed of old and founded strong." Even while I speak to you, there are plans across the country to eliminate the College of Liberal Arts and Sciences in many educational institutions. This new proposal drives the split even deeper, for it creates within the university structure "divisions," and these are divisions in more than the organizational sense of the word. There is a further move to set all technological and professional schools apart, thus there is a danger that we will move into four cultures—natural science, social science, humanities, and technical and professional schools. When these are shut off from each other in their interactions, then what influence they have upon each other is purely accidental and

capricious. A technology student is not allowed even a slight acquaintance with the great ideas of a Plato or a glimpse into the deeper meanings of the emotions of a Shakespeare or an insight into the great moral teachings of an Aristotle. The student in the humanities will be shut off from what the other cultures can contribute to his life. Thus, certain intellectual areas in each man's life will become poverty stricken and primitive.

What kind of people will we become if our scientists and technological experts have no way of knowing of the finer sensibilities of the emotions, and if our poets and novelists and artists live in a primitive world of understanding nature? Can a man of the arts be content to be only half a man, to be content to look up at the stars and around himself at the rocks, the plants, and the animals, realizing that his understanding of these things has little advancement over the primitive man who gazed upon this world with childish wonderment and fear? I should think that literary men who know little or nothing of the world in which they live and have their being would feel that they are indeed strangers on a foreign planet. Can a man of science who feels the raw emotions of love or fear or sympathy be content to know that his feelings are little more advanced than those of the primitive whose emotions were simply biological explosions of energy and violence? I should think that a scientist who said that he tried to read Dickens and gave it up would feel that there is an important area of his life which is deficient and empty.

Ultimately, all questions of knowledge and action come down to the problems: What kind of life is in the making? What kind of world is being created? These two problems are intertwined and inseparable. The kind of intellectual life we map out for ourselves determines what kind of people we become and what kind of intellectual home we make of the universe. Today our intellectual life is broken into compartments. This spilt in our intellectual personalities is a challenge to all educational institutions, both large and small. Being large or small, however, has nothing to do with the problem of healing the sickness of our intellectual lives. The new intellectual public is brought to birth by a new kind of Socratic midwife, by the teacher who can sensitize the student to the humanistic implications of scientific developments and by the teacher who can help the student whose first love is the artistic to live in a world which is something more than a forest primeval. □

THE AUTHOR: S. Morris Eames holds an A.B. degree in religion from Culver-Stockton College, an M.A. in philosophy and an M.A. in sociology from the University of Missouri, and a Ph.D. in philosophy from the University of Chicago. He has taught at Culver-Stockton, Missouri, and Washington University, and now is professor of philosophy at SIU. He is a past president of the Missouri Philosophical Association and has lectured at many universities in this country and at a number of institutes and conferences abroad. He has published more than one hundred articles, essays, poems, and reviews in various philosophical and religious journals, both in America and abroad. He is one of the editors of *The Early Works of John Dewey,* to be published in five volumes by the SIU Press. "General Education and the Two Cultures" was originally delivered June 2 of this year as commencement address to the first graduating class of John F. Kennedy College, Wahoo, Nebraska, and is to be a permanent addition to the Kennedy archives.

Why General Studies?

By Andrew T. Vaughan

Man's body of knowledge is greater today than at any other point in civilization. It is accumulating at a fantastic rate. Best estimates are that this vast store of information has doubled since 1948!

This fact has real meaning for entering college freshmen. Without doubt more knowledge and understanding are being passed on to today's college student than offered to any previous college-age generation. For the most part, this vast learning experience is still provided in the historical, 300-year-old European pattern of a four-year baccalaureate degree program.

Many students enter Southern Illinois University with the thought that prime benefit of their college program is preparation for a profession or position opening the door to economic success and all of the accompanying perquisites. Well known statistics indicate that college graduates' lifetime earnings are far greater than those whose formal education terminated with the high school diploma. This fact is irrefutable.

To reach this goal, students frequently are impatient to get on with a specialized program leading to a professional degree, to preparation for a specific field of business, or to completion of prerequisites for acceptance into graduate study. But at SIU (and at the vast majority of four-year colleges in the United States), basic requirements most commonly called a "general education" are encountered at the beginning of any program of study.

Time and again, beginning students question, "Why must I take a General Studies program?" . . . "I plan to be a home economics teacher. Why am I required to take biology and those courses in art, music, and philosophy?" . . . Or, "My life's goal is to be an engineer. How can basic courses in sciences, social studies, or humanities possibly help me?"

In an effort to provide better answers to such questions, I talked at length with such people as deans of graduate schools, recruiters for large corporations, a personnel director for a large city school system, and administrators of governmental agencies. If relevance and validity of the relationship between SIU's General Studies program and the individual student's life goals could be made and irrevocably supported by representatives of those organizations or institutions receiving the SIU graduate upon completion of the degree, the answer to "Why a General Studies program?" would become clearer and a motivation towards optimum accomplishment provided.

Each of those with whom I talked was asked to react to this statement:

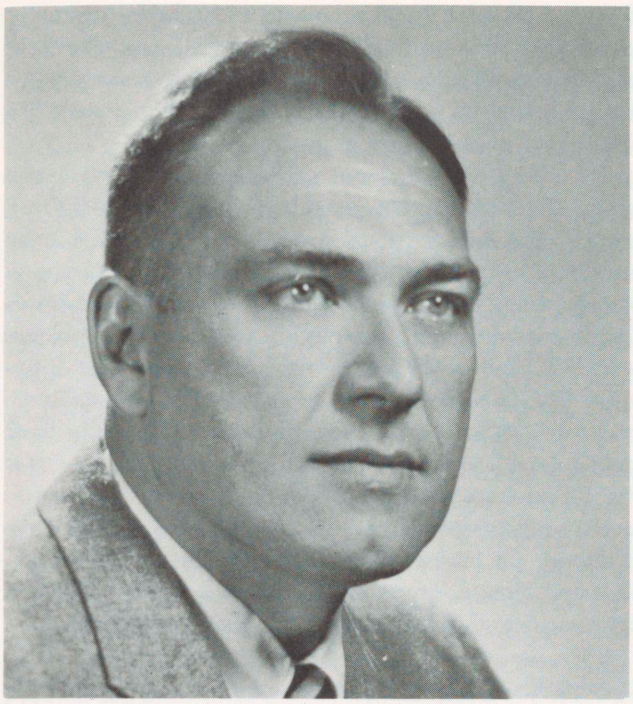
"You interview many recruits for your organization. These people have had differing kinds of undergraduate preparation. If you could prescribe the nature of the undergraduate education *you would prefer,* what would it be like? What experiences would best prepare these people as they begin their careers with your organization?"

Their answers are interesting.

Dean Hiram Lesar of the Washington University School of Law was one of those questioned. He strongly advocated a broad, general, and liberal undergraduate education for candidates seeking admission to law school. It is the position of the Washington University law school, Dean Lesar explained, that a student may elect a wide variety of undergraduate major fields. No one discipline is deemed of greater worth than another. But the crucial set of educational experiences that are sought are to be found in the general and liberal arts area. The science areas, both physical and biological, the social responsibility and heritage areas, the broad field comprising the humanities, and the communicative skills are all considered basic to the undergraduate preparation of future law school students.

Dean Lesar cited the following statement prepared by the Association of American Law Schools and accepted by his school. It reiterates the vitalness which an undergraduate program of a general and liberal education assumes in the preparation of potential law students:

The Association of American Law Schools and the Washington University School of Law follow the policy that the effectiveness of pre-legal study cannot be ad-



DR. VAUGHAN

Andrew T. Vaughan is associate professor of health education and assistant dean of General Studies. A native of New Jersey, he holds a doctorate in education from Columbia University. He is a former professional basketball player and has made video taped health education lectures for instructional television. On sabbatical leave during the 1965–66 school year, he visited and studied in a number of nations in Europe.

vanced by prescribing courses of study or extracurricular activities. Instead, primary emphasis is directed toward the development in pre-law students of basic skills and insights through education for comprehension and expression in words, for critical understanding of the human institutions and values with which law deals, and for creative power in thinking. This is best achieved in fields of individual interests and abilities. Subjects which provide stimulating training for one person may do very little to arouse and sharpen the intellect of another. In addition, law touches so many phases of human activity that there is scarcely a subject which is not of value to the law student and to the lawyer. A student is therefore advised to place as much emphasis on the liberal arts as his own program of undergraduate study will permit; and within the outlines of that program the following should also be noted:

1. The essential ability to think precisely and exactly is most likely to be acquired through courses in logic, mathematics, philosophy, and the natural sciences.

2. Courses in English composition and public speaking develop the power of clear and well-ordered expression. Preparation in composition is essential and preparation in public speaking is of great value.

3. The fields of history (particularly English and American history), political science, economics, and sociology are important to an appreciation of human institutions and values and their relation to law. . . .

Many beginning freshmen assume that a pre-medical undergraduate program must primarily emphasize science and mathematics if they are to gain admission to medical school. This, of course, is true; but it is only part of the story. There is a pressing need for medical school students—in fact for all educated individuals—to develop a deep and abiding concern for others, a high plane of moral-ethical values, and the means to live effectively and happily with his fellow man. These are some of the objectives of the SIU General Studies program, as it prepares students for graduate education.

Dr. Robert H. Felix, dean of the St. Louis University School of Medicine, also was among those interviewed. He strongly maintained that the purpose of both undergraduate and graduate programs of education is to *educate* students, not merely to *train* them. This point of view appears to be permeating all levels of higher education throughout the U.S. Today, more than ever before, people in the various professions have a multitude of societal roles to play. As Dean Felix put it, those in the "gatekeeper professions" have a unique responsibility to be versed—as a matter of fact to be knowledgeable—in a wide area of life's activities beyond those specifically associated with their profession. Those in such professions as medicine, education, and the ministry, for example, help guide, fashion, and direct the evolutionary path of our society. Narrow specialization is not sufficient to accomplish this formidable

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task. Rather, an acute awareness of the interrelatedness of all life's activities is a requisite to continued desired progress.

This point of view has strong implications for the scope and organization of both undergraduate and graduate programs in education. Obviously, one must precede the other. The concept of general education as exemplified by the General Studies program at SIU has as a prime objective this provision of a "broad field of knowledge" approach in attempting to provide a grasp of these problems. This goal is built into the program by requiring a student to gain experience both in breadth and depth in many disciplines other than his specialization.

There is no doubt that the beginning medical student must have a solid, superb background in the science, mathematics, and communication arts. This is the foundation for graduate medical education. But the import placed on a broad interdisciplinary undergraduate program cannot be overlooked.

"If gaps exist in the undergraduate program of a medical student," Dean Felix said, "it is necessary that the graduate program provide some means to fill these voids. In some instances our students are directed back to other units of St. Louis University to gain the knowledge and understandings that should have been obtained in the undergraduate program. Students emerging from a strong general education program most often come to us prepared for the kinds of life activities they will be expected to perform as physicians and as valued members of this nation's communities."

Business and industry are employers of many SIU graduates. These people are not necessarily graduates of the School of Business. They are, in fact, frequently recruited from other academic units. Regardless of a potential employee's major field of study, however, one characteristic of undergraduate preparation seems to be desired by the large American corporation: a broad, general education.

Also among those interviewed in the quest for a measure of General Studies relevancy was Dr. B. G. Bromberg, vice president and general manager of the McDonnell Astronautics Co., a division of the McDonnell-Douglas Corporation. Dr. Bromberg strongly subscribed to the principle that undergraduate students should have—actually *must* have—an understanding of many disciplines beyond those pursued in the major field of study.

Dr. Bromberg cited examples behind his reasoning. Today, probably more than ever before, he said, man's attempt to gain additional knowledge about the world in which he lives has taken the form of a team effort. An ever increasing body of knowledge requiring greater individual specialization has led to this coordinated effort. In an area such as space research, for example, it would not be unusual for a biologist, a psychologist, a physician, and an engineer to form a team created to solve a problem connected with man's penetration into space.

In order for such team specialists to achieve maximum effectiveness, Dr. Bromberg pointed out, it is essential that each have an awareness of the other team members' disciplines. Best possible intrateam communication seems to be the most effective method of insuring maximum team contribution towards the problem's solution. And what better way to develop this interdiscipline awareness than to have had the biologist go through a course experience of some kind in the basic principles of psychology and the physical sciences? Or for the engineer to have had experiences in psychology and the natural sciences? This, of course, would have occurred in some measure had these individuals emerged from a program of general and liberal education such as that exemplified by General Studies.

Another example of the impact on present and future professional research activities that has special meaning for Dr. Bromberg is the broad concept termed "creativity." Today, he pointed out, a comparatively few new basic absolute truths result from research. Rather, new ideas and concepts emerge from that creative activity in which a research team pieces together unusual combinations of basic truths previously known but never before assembled in a unique and specific manner. Hence, once again, there is the need for today's creative individual to understand basic concepts in many disciplines in order to fuse these facts with other known truths. There would seem to be no better way in which to foster the creative inquiry than through the opportunity to have experienced many disciplines in breadth and depth. Obviously, this does not provide a single, oversimplified answer to the problem. It does offer one possible approach for future investigations.

Finally, Dr. Bromberg voiced a strong concern with the need for continuing education of all our citizens. He suggested that at this point in our society's development it is absolutely urgent that all citizens continue their quest for additional knowledge and information in order to lead more fruitful, effective, and satisfying lives. This, too, is a philosophical tenet of general education. In reality, general education starts at birth, progresses through a whole series of formal educational experiences, and continues during the remainder of our lives. At SIU, the General Studies program is that brief interlude during the four-year college program in which important contributions are made.

One of the nation's largest merchandising complexes is Sears, Roebuck and Company, which annually em-

ploys thousands of college graduates. During a break between interviews of SIU seniors, J. C. Peterson, a representative of the Sears personnel department, said his company supports a strong general education for recruits being considered for potential managerial positions. The primary concern is not necessarily for a specialized or technical degree in the field of business. Instead, Sears seeks to attract those graduates who have exhibited the ability to think critically and make intelligent decisions because they have been exposed to a wide variety of disciplines within a liberal or general education.

A particularly pressing need for people joining Sears is the ability to communicate effectively, Mr. Peterson said. This skill is one fostered as a concomitant in nearly every area of the general education program. It is difficult for one to communicate intelligently in such widely differing areas as science, man's sociological background, and the many experiences in the broad area of the humanities, without having had the opportunity to become conversant with the philosophical concepts forming the understructure of these disciplines. The wide breadth and depth of the General Studies curriculum at SIU has been specifically designed with the development of these interdisciplinary communicative competencies as one vital objective.

In Mr. Peterson's opinion, an even broader application of the General Studies program's curriculum organization would stand his company's personnel in good stead as individuals move toward and ever expanding interpersonal and intersocietal relationship in day to day living. It is the ability and skill of the individual to perform at the desired high level that ultimately determines the success of the organization and the employee's advancement within the corporation.

One of the "Big Four" of the rubber industry is the Firestone Tire and Rubber Company. A representative of the Firestone personnel department, H. O. Perry Jr., was another person asked to state his ideas on undergraduate education. Mr. Perry is much concerned about the nature of the educational background of potential recruits for his industrial organization. The people Firestone prefers to employ should have an equivalent of one-fourth their total undergraduate credit hours in their major field, he said, the remainder devoted to a broad general education preparing them for life in general and, specifically, for the kinds of corporate and civic activities they will be expected to perform as members of a large American business organization.

Mr. Perry expressed an opinion that students should exhibit through their total college experience the capacity to learn. By this he suggested that all co-curricular activities generally associated with college preparation are of deep concern to Firestone. He maintained that unless wide areas of knowledge, understanding, appreciation, and attitudes are fostered within the college domain, the interpersonal social and cultural skills expected of top personnel in Firestone probably will never be realized. Towards this end, the vital role the humanities play in development of these competencies was emphasized, and Mr. Perry also stressed the univeral corporate requirements of accurately but concisely expressing thoughts and ideas both in the written and spoken media.

A leader in the burgeoning electronics field is the Radio Corporation of America. Two recruiters for this industrial giant, Charles J. Clark and Dan Rudman, also were among those interviewed. Both strongly emphasized the importance of a general education as a key prerequisite to employment with their corporation, especially in positions leading towards management responsibilities. They were particularly concerned that preparation in higher education should strongly emphasize the ability to think critically on a wide variety of matters. The ability to make accurate rational decisions based upon factual information is an essential skill needed by successful members of their organization, they said, rather than the ability to memorize and repeat vast quantities of information.

Mr. Clark was quite concerned with the leisure time activities of corporation personnel. It is increasingly more important to RCA to employ personnel who actively engage in a wide variety of recreational and leisure time activities which provide a contrast between their regular corporate activities and thereby aid in adjusting to life's many roles, he said. This, to a large measure, springs from a liberal education.

The largest single employer in the U.S. today is the federal government. This huge operation annually seeks outstanding college graduates for government service. A government representative interviewed was John Foy of the Intelligence Division, Internal Revenue Service, who strongly supported the concept of general education. This philosophical approach to higher education should be a prominent part of the undergraduate preparation of potential employees in his agency, Mr. Foy said. The IRS, first of all, attempts to recruit the able student as evidenced by his academic achievements. A strong professional preparation in the field of business with an accounting concentration is a requisite. But in addition, due to the nature of its activities with Americans engaged in many different occupations, the IRS also would prefer potential employees acquainted with many vocations and professions.

In the course of a year, Mr. Foy said, his agency might be involved in investigations of business activities in widely differing areas. These might range from deal-

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ings with an automobile dealer to an airline pilot or professional athlete. Obviously, to be able to understand the nature of the activities of these people, a broad understanding of many vocations and professions would be highly beneficial. It would be entirely possible that an understanding of such widely different disciplines as the physical sciences and the humanities would assist the agent in the course of day to day investigations.

Perhaps the greatest skill the college graduate can bring to the IRS, Mr. Foy felt, is the ability to communicate accurately and concisely. The IRS employee, in the course of his job, might find himself interviewing a citizen who was accompanied by his attorney and accountant. The agent must be able to communicate effectively with these people, make intelligent decisions based upon information gathered, and prepare a brief on the tax problem for presentation to a U.S. attorney with recommendations for possible prosecution. Competent management of this responsibility obviously demands communication skills, a vital component of general education.

SIU now ranks near the top of the list nationally in number of beginning teachers produced each year. But merely preparing an adequate number of new teachers is not the single answer to help solve America's educational needs. Quality education programs are a must if this nation is to continue to progress in the next 100 years as it has over the past century.

There is little doubt that today's school-age pupil is a better informed and more worldly oriented youngster than that of any previous American generation. This accomplishment has been realized in large measure through the nearly universal application of modern-day communications media. The activities of the world in which we live are instantly available to citizens through the technological development of radio, television, and motion pictures, in addition to educational devices now in use. When compared with earlier generations this might be termed the most knowledgeable group of school pupils any society has attempted to educate.

But, this fact has created a dilemma for American educational systems. How does a system build ever widening experience upon experience at an ever accelerating pace? How to keep the formal program of education alive, vibrant, and exciting poses a question that does not have a simple answer. At the risk of understatement, the best provision to meet this challenge is by preparing teachers who possess the knowledge, understanding, appreciations, attitudes, and skills essential to live effectively in our current society.

Burchard Neel, director of personnel for the St. Louis public schools, responded to the question asked of all persons interviewed by stating his belief that today's beginning teacher should be prepared in many areas beyond that of a specific teaching discipline. Perhaps the most sought after competence in teachers, he said, is that of effective communication. This skill is essential for all people, but it has special meaning for educators.

There are other understandings needed by beginning teachers. For example, the elementary teacher, especially, needs knowledge and understanding of mathematics and the sciences. This reflects the technological approach common to almost all endeavors within our society. Perhaps of equal importance, Mr. Neel stressed, is the need for all teachers to possess an understanding of the behavioral sciences. In these times of vast social change, the knowledge provided by the fields of sociology, psychology, and anthropology, among others, is desirable if not required.

A beginning teacher with an undergraduate education equipping him with these basic competencies will be a soundly educated individual. His activities as a citizen, as an educator, and as an elementary or secondary teacher with special teaching skills can be best assured through a strong program of general education.

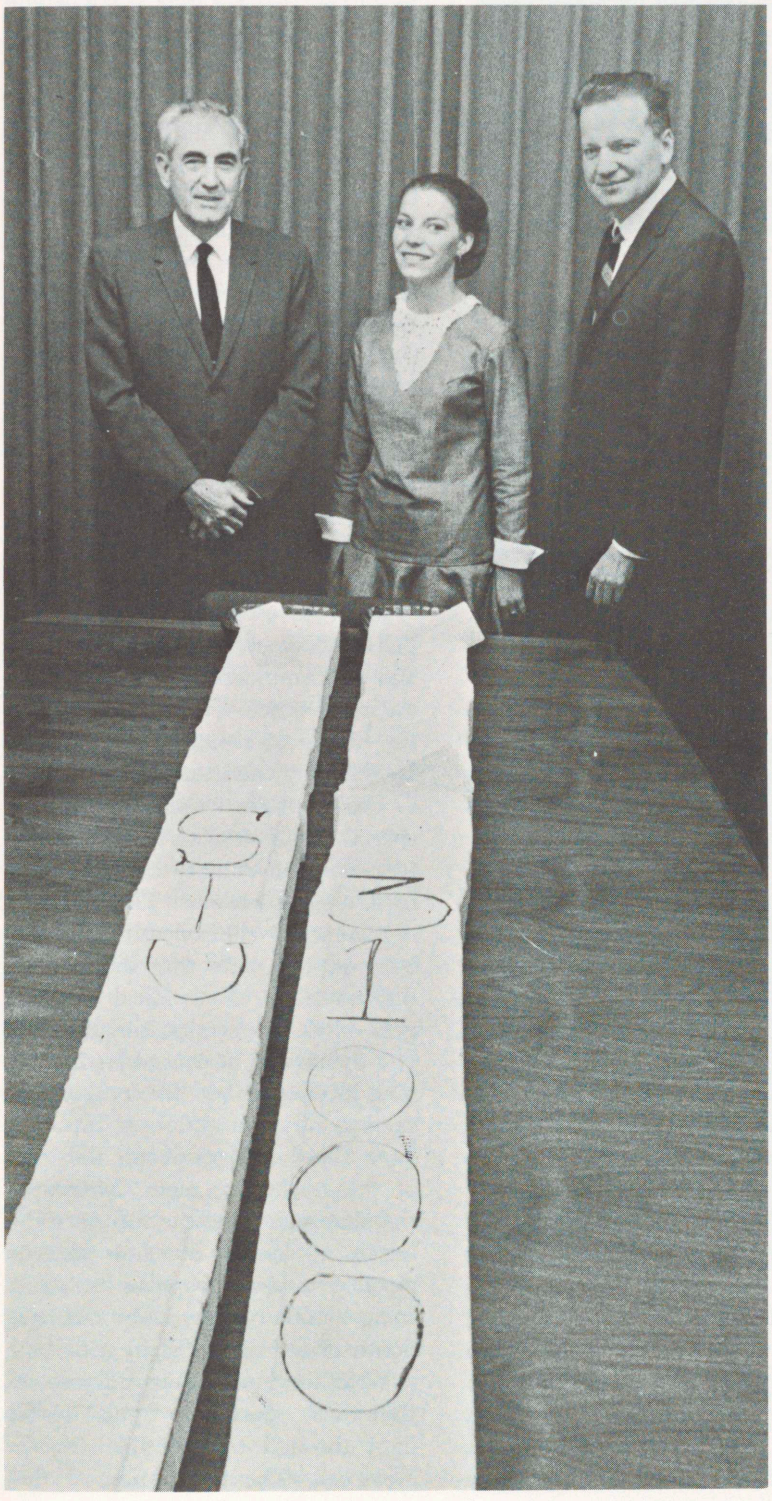
Finally, the educational soundness of the General Studies program at SIU is happily illustrated by a real-life anecdote.

Dr. Alfred Richardson, an advisor to the pre-medical student, related the experience of a recent SIU graduate who applied for admission to the University of Kentucky School of Medicine. This student was not an exceptional candidate for medical study when viewed in terms of his grades. During his four-year undergraduate program he had earned a 3.9 overall grade point average. Dr. Richardson, however, urged the student to apply to the University of Kentucky, the student's first choice.

The student was called to Kentucky for a personal interview before an admissions committee. Committee members were interested in securing additional information about the nature of his undergraduate preparation.

As reported by Dr. Richardson, the admissions committee was deeply impressed with the breadth and depth of the student's program of general education. Due to the General Studies program requirements, the student was able to present an undergraduate transcript not only with representation in the science and mathematics areas generally considered essential to pre-medical training, but also with evidence of wide educational experiences in the social studies area, the humanities, and the communication skills. This, according to the admissions committee, was an outstanding example of the kind of pre-medical preparation they would prefer their candidates to possess upon admission to the medical school. Admission was granted. □

Stacks of student class schedule cards—31,000 of them—symbolize SIU's record fall enrollment. Recognized as the 31,000th student is Miss Jean Wheeler, a junior theater major from Auburn enrolled at Carbondale. At left is President Delyte W. Morris, with Robert W. MacVicar, Carbondale campus chancellor, at right.



News of the Campus

Lincoln Painting

Hanging over a fireplace mantle in the Alton teaching center library is a portrait of Abraham Lincoln, one of only two known in which the artist captured him smiling. It also is one of the last likenesses of Lincoln before he grew a beard.

The painting is one of the first things many Shurtleff College alumni look for when they return to their old campus, which SIU has occupied since 1957.

In *The Pioneer School,* a Shurtleff history published in 1900, author Austen K. De Blois wrote:

"In fitting recognition of the heroic labors of the man whom Illinois most dearly loved to honor, the College placed a large oil painting of Abraham Lincoln in its assembly hall. . . . For a third of a century, as they have assembled day by day for chapel service and class exercises, the sons and daughters of Shurtleff have looked into the face of the great emancipator, and have borrowed help and inspiration from the view."

According to minutes of the

Shurtleff College board of trustees, the picture was acquired in June, 1865, two months after Lincoln's assassination.

The artist, Alban Jasper Conant, first painted Lincoln in 1860, two months before the Illinois lawyer was elected President of the United States. Conant went to Springfield at the urging of William MacPherson, chief promoter of early St. Louis, who wanted the painting for the St. Louis Agricultural and Mechanical Association Fair which coincided with a visit by the Prince of Wales.

Conant, who was from a slave state, was not pleased with the assignment; he did not have a favorable impression of Mr. Lincoln. However, the artist later came to respect and admire his subject and painted him many times during the coming years.

In an account of his first meeting with Lincoln, Conant wrote:

"As I waited (in his campaign office in Springfield), surprise grew upon me. My notion of his features had been gained solely from the unskillful work of the photographers of the period, in which harsh lighting and inflexible pose served to accentuate the deep, repellent lines of his face, giving it an expression easily mistaken for coarseness that well accorded with the prevalent disparagement of his character. But as he talked animatedly, I saw a totally different countenance, and I admitted to myself that his frequent smile was peculiarly attractive. I determined to secure that expression for my portrait."

Whether the portrait in the Alton library is the one painted in 1860 by Conant or one copied by him as a memorial after Lincoln's death is a moot question. According to research by John Abbott, director of the Edwardsville campus libraries, the first portrait was purchased from the artist by James B. Eads, famed engineer who designed the Eads Bridge at St. Louis, and now hangs in Philipse Manor House in Yonkers, New York.

A bearded Lincoln portrait by Conant hangs in the Heritage Room of Morris Library at Carbondale. It was acquired in 1880 and hung for many years in Old Main.

For the present, at least, there are no plans to move the painting of the smiling Lincoln. Explains Abbott, "The picture has always been in Alton and the University has no plans for changing its present location."

Black Culture Center

A Black Culture Center was opened this fall at SIU's East St. Louis library, providing books, periodicals, films, records, pictures, art objects, children's books, and other material.

Miss Ina Peabody, SIU librarian and Center director, said community contributions of all types are invited.

Scheduled at the Center throughout the school year are lectures, exhibits, films, debates, and other recreational, educational, and cultural activities centered around Negro contributions to America and the world.

Death From Aging

Is there really such a thing as dying of old age? Does an organism get so old that it simply quits functioning?

The facts are that the basic mechanisms of aging and death—the two constants of all life—are completely unknown. What is fairly clear, however, is that aging is a process of decay, and decay bares the organism to the ravages of disease and stress.

Since the cause of death then can be traced to a specific kind of failure, it may be that there isn't any such thing as dying of old age.

The phenomenon of aging is one that engages SIU botanist Aristotel J. Pappelis in a research assault on one of the major agricultural problems of the Midwest: corn stalk rot.

At a time when world food resources are topics of serious concern, corn stalk rot is a worrisome problem. The disease costs the world a billion dollars each year in lost food. In Illinois alone the loss approaches the $100-million mark annually.

Pappelis and his associates in other SIU departments, including chemist James BeMiller, are considered in agricultural-scientific circles to be in the forefront of "corn standability" research. But their attack covers the whole range of plant pathology: they have scrutinized the "agony of cell death" in everything from onions to soybeans to sugar cane. What they're examining is the very mechanism of aging, disease, and death, and the methods they use are almost something out of the 21st century.

Main investigating tool in Pappelis' laboratory is a $25,000 package of equipment centered around an interference microscope. As used for biological research, it is said to be the only such unit in the world.

The Pappelis team has used this special 'scope and its $4,500 camera to probe the activity of living cells in a unique manner. That activity, of course, is controlled by the cell nucleus. It's there that the life-giving synthesis of chemical enzymes goes on. It's there that the effects of cell dying can be traced in the ebbing levels of other life components, such as nitrogen.

As these changes occur, the mass of the nucleus changes. Measuring the change is what the record of dying is all about. But how do you possibly measure changes in something which weighs only one trillionth of a gram to begin with?

With the interference microscope, the SIU researchers pass visible light through the invisible (to the eye) cell. The retardation of that

light as it passes through is measured by the microscope in fractions of wavelength. Anything you can see through a microscope, in this manner, can be weighed. The research team has actually followed the progress of cell death in many tissues and in every case a slow decrease in cell mass precedes death.

They've lately perfected accuracies approaching one 100-trillionth of a gram. Pappelis sees no reason why an interference microscope linked to a computer and television display could not be perfected, providing an instantaneous read-out on the mass of any object under view.

Importance of such a "mass reader" in studies of aging, cancer, diseased cells, and other processes within cells, Pappelis says, "defies the imagination."

What's it got to do with corn? The Pappelis-BeMiller studies have clearly shown that living corn cells are resistant to the fungi that cause stalk rot. As individual cells in corn stalks age and die, the resistance is lost. The fungus, which eventually will kill the whole organism, gets its start and lives in the dead cells.

So, a simple way to improve stalk rot resistance would be to delay cell death, either by genetic or environmental influences. Answers to the problems of the "death processes" could lead to preventive measures.

Corn growers have labored long and hard to develop rot-resistant varieties, but after early gains little progress has been shown. That's mainly because the nature of biochemical resistance and the role of aging in the living cell hasn't been understood.

If the SIU researchers succeed in clearing up some of the mysteries of senescence, they could make a prime contribution to plant disease control. And they could answer some important questions about the problems of old age in man along the way.

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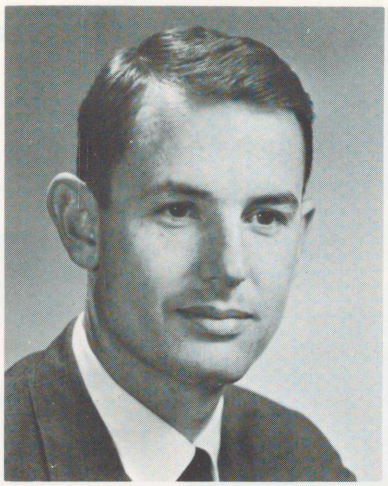
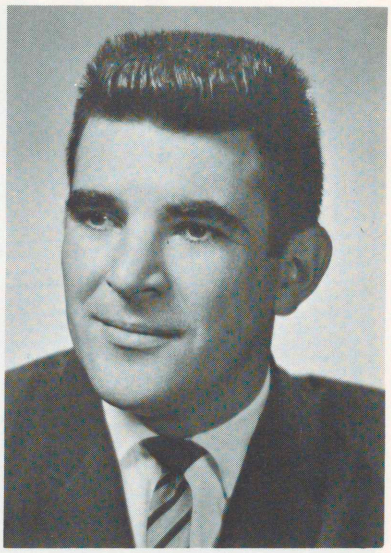


BEMILLER



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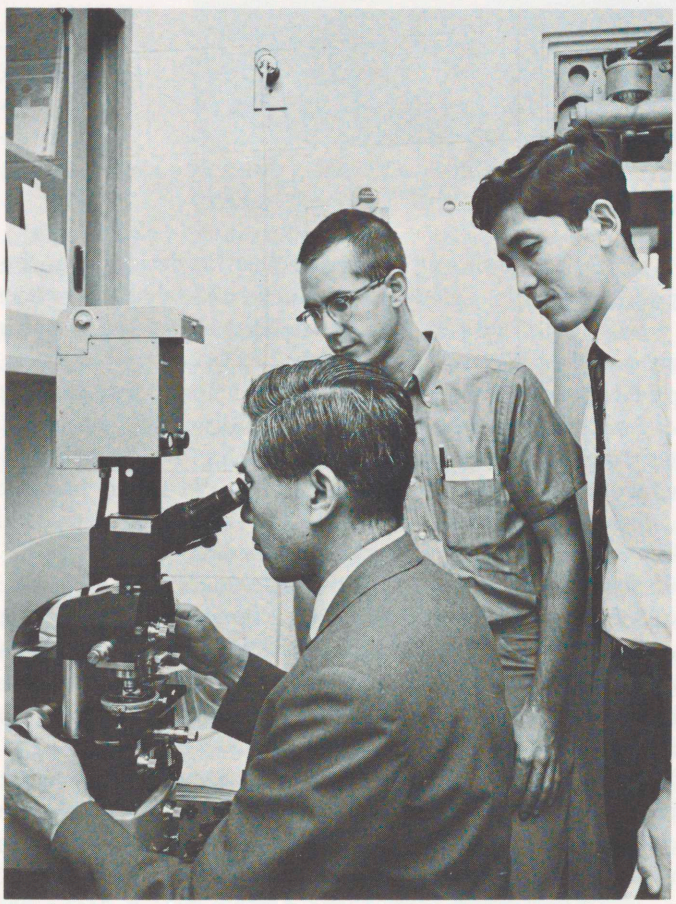


Japanese plant pathologist Shigeyasu Akai studies cell tissue under interference microscope in laboratory of SIU botanist A. J. Pappelis. Akai, head of the plant pathology laboratory at Kyoto University, visited the SIU lab while en route to a European convention. Looking on are William Courtis, graduate student who perfected interference techniques by which SIU scientists can weigh nuclear masses only one 100-trillionth of a gram in weight, and Hitoshi Kunoh, former student of Akai in Kyoto who is studying for a Ph.D. degree in botany at SIU.

PITZ

Decision Making

Imagine yourself seated at a control panel at Cape Kennedy. A certain percentage of your rockets are defective. It's your responsibility to decide which ones will blast off for outer space and which ones will be kept behind. How efficient would your decisions be?

This is the kind of make-believe situation Dr. Gordon Pitz of the SIU psychology department and his graduate assistants are using to study decision making.

Each year about 500 people—mostly undergraduate students in an introductory psychology course—are individually tested to see how well they perform in a decision-making situation. Many of them sit behind a simulated rocket launcher where they use information and probabilities to decide on the safety of spaceships. After a decision is made, appropriate lights flash to tell the subject whether his decision was correct or incorrect—whether or not his spaceship blows up during launching.

It has taken about five years to build the transistorized machinery which is used as the make-believe rocket launcher. So far, it has cost about $6,000. Bits and pieces still are being added.

It was decided early that the experiment should be limited to males; the women had trouble comprehending the male-oriented instructions on how to operate the "launching" machinery.

From what they've learned so far, the SIU psychologists say many people just do not know how to use available information to make "wise" decisions. Once a person does make up his mind, however, it takes a great deal more information to change it.

Man tends to be conservative in his decisions, Pitz says. When an event is likely to happen, man underestimates the chances. When an event is unlikely to happen, he overestimates. And—he continues to base many decisions on irrelevant, meaningless information.

Capital Budget Cut

SIU's top-priority construction plans for the 1969–71 biennium are unchanged in scope but reduced in their initial phases as a result of September action on capital funds appropriation requests by the State Board of Higher Education.

The Board recommended cuts in the capital fund requests of all the state senior universities, reducing the $140,094,500 requested by SIU to a $55,394,225 figure which will be recommended to the new Illinois legislature.

Twenty new building and completion projects were covered in the initial request. The top three priority requests at both Carbondale and Edwardsville and at the Vocational-Technical Institute were approved, with some cutbacks in first-stage construction funding.

Requests for the Carbondale campus totalled $87,891,000. The Board allowed $24,476,116, including $7,415,200 for a Center for Advanced Studies of Physical Sciences, $5,580,000 for a learning resources and library complex, and $4,521,400 for a fine arts complex.

The Edwardsville campus capital needs for the biennium had been estimated at $41,402,000. The Board allowed $23,826,009, including funds for initial phase construction of a fine arts classroom building ($7,058,700), a business classroom building ($7,742,250), and an education classroom building ($6,523,950).

The sum of $10,801,500 had been asked for the VTI campus. The Board approved $7,092,100, including $2,478,600 for a learning resources and library building, $2,148,000 for a health education complex, and $798,000 for a power plant.

UNABLE TO STAND prosperity, the SIU Salukis ended a modest three-game football winning streak with a disappointing 18-15 Homecoming loss to Youngstown. The game left them with a 3-3 season mark and a good shot at a winning year with three games to go, however.

At Edwardsville, meanwhile, the Cougars turned their Homecoming soccer contest into a rout with a 10-0 win over Greenville College. A 2-1 victory over a strong Quincy College team then kept their regular season record intact with only two games to go.

The Saluki freshman footballers also entered November competition with a perfect mark, having downed Evansville, Murray State University, Memphis State, and Northern Illinois.

* * * *

YOU SAY YOU ENJOY following winners? Then jump on the Salukis' winter sports bandwagon. It's loaded with talent and holds great promise.

Coach Jack Hartman is well pleased with the early performances of his basketball squad; Coach Ray Essick is eager for the swimming season to get underway with nine returning veterans and a classy group of newcomers; Coach Bill Meade, although just back from a long period of duty with the Olympic gymnasts, reports his group here will be ready by opening night, and Linn Long, first-year wrestling coach, is equally optimistic.

FOLLOWING THEIR storybook 1966-67 season with a 13-11 campaign last year, SIU's Saluki cagers appear ready for another good season this winter.

Experience, a missing factor after four-fifths of the starting NIT championship unit disappeared, has returned now with the likes of Dick Garrett, Chuck Benson, Willie Griffin, Bruce Butchko, Craig Taylor, Rex Barker, and Juarez Rosborough.

Garrett, Benson, Griffin, and Butchko finished one, two, three, and four in the Saluki scoring derby last year with 482, 285, 259, and 143 points, respectively.

Most encouraging point, however, seems to be the team's overall balance. In fact, Hartman says, "Our toughest problem may be in coming up with five starters. We seem to have about 10 players of equal ability."

In addition to the returnees, two newcomers, Norman Hill, former Anna prep star, and Ed Clark, an East St. Louis prospect, have launched bids for starting roles, along with a number of sophomores up from last year's 7-6 freshman team.

Top-ranking sophs appear to be Roger Westbrook, a 5-10 guard candidate from Centralia; Terry Buhs, a fast improving forward-guard from Bunker Hill, and hard working, 6-4 forward Tom McBride from Hoopeston. Another, 6-10 center Mike Hessick of New Athens, may also fit into the picture.

* * * *

SIU's SWIMMING TEAM also is well supplied

continued 21

with experienced hands as nine lettermen are returning. Among the group are co-captains Scott Conkel and Bill Noyes, a pair of superb freestylers, as well as equally capable freestylers Vern Dasch and Bob Schoos. Butterfly specialists Brad Glenn and Henry Hays, breaststrokers John Holben and Bruce Jacobsen, and backstroker Tom Ulrich complete the list.

However, newcomers are expected to play almost as prominent a role in Saluki swimming successes.

Rich Cashmore, a transfer, is said to be the best diving prospect in SIU history. Bruce Stiner is a world-ranked 1500-meter freestyler who placed sixth in Olympic trials. Peter Reid is the Australian national 200-meter individual medley champion, Peter Serier holds the Dutch national record in the 200-meter breaststroke, and a handful of others are far better than average performers.

Perhaps Essick has good reason for his earlier comment, "Even though we are basically a young, inexperienced team, we have the credentials and potential of being one of the nation's top 15 teams."

* * * *

COACH BILL MEADE has not yet had a chance to decide just which direction he plans to lead his gymnasts. One thing is certain, however; it will be along a winning route.

Lost from last year's squad are three standouts in Fred Dennis, Dale Hardt, and Paul Mayer, among others. As a result, a number of new people will have a chance.

"We may sacrifice a chance to place well in the 1969 NCAA meet in order to work with younger people and better prepare for the future," Meade says. "Still, if we want to take a chance on doing well this year I'm sure we could place among the top five teams."

Meade's key returnees from last year's second place NCAA finalists are Pete Hemmerling and Stu Smith. Of the 803 points scored last year by Saluki gymnasts returning this season, Hemmerling accounted for 396 and Smith for 182.65.

Other experienced performers back include Ron Alden, Wayne Borkowski, Larry Ciolkosz, Loren Comitor, Steve Neononen, and Bert Smith.

Principal newcomers are expected to be Homer Sardina, Mark Davis, Del Smith, Tom Lindner, and Bruce Boult.

* * * *

AMONG ALL THE COACHES, however, perhaps the optimism of Linn Long is most unusual. The former University of Colorado wrestling great inherited only five returning lettermen from retired coach Jim Wilkinson's 1967-68 squad.

There's a flock of newcomers, however, and many will be occupying rather important roles if Long's pre-season forecasts prove to be true.

"We have some obvious holes at 142, 152, and 167 pounds," Long says, "but nothing that we shouldn't be able to handle. With breaks along the way--particularly avoidance of injuries--we should be able to make a good showing despite our tough schedule."

Returnees include Bob Roop, this country's Greco-Roman heavyweight representative in the 1968 Olympics; Ben Cooper, a standout performer last season, and Rich Casey, Tom Duke, and Tom Strengen.

Among the more prominent newcomers to watch for are Jan Gitcho and Mike Zweigoron at 115; Rich Bledsoe and Bill Wenger at 123; Terry Magoon, who actually lettered at SIU two years ago, at 130; another former letterman, Don Schneider, back from a tour of duty in Vietnam, at 137; Loren Vantreese at 145, and Rick Carr and Paul Weston at 191.

And, take my word for it, you'll like Linn Long, too.

* * * *

ACTUAL WINTER warfare for the Salukis gets underway Nov. 30 when the gymnasts compete in the Midwest Open at Chicago and the cagers entertain Culver-Stockton in the SIU Arena. December's schedule is much busier, with the real brunt of the campaigns in all winter sports set for January and February.

--FRED HUFF

SALUKI BASKETBALL SCHEDULE

Nov. 30 (Sat.)	CULVER-STOCKTON
Dec. 5 (Thu.)	at Wichita State
Dec. 7 (Sat.)	WASHINGTON (St. Louis)
Dec. 9 (Mon.)	SOUTHERN METHODIST
Dec. 13–14 (Fri.–Sat.)	Volunteer Classic Tournament at Knoxville, Tennessee. (Tennessee, Texas, Oklahoma and SIU)
Dec. 27–28 (Fri.–Sat.)	Las Vegas Invitational Tournament at Las Vegas, Nev. (Nevada Southern, Montana, San Diego State and SIU)
Jan. 4 (Sat.)	ABILENE CHRISTIAN
Jan. 6 (Mon.)	KENTUCKY WESLEYAN
Jan. 11 (Sat.)	CORPUS CHRISTI
Jan. 15 (Wed.)	at Evansville
Jan. 25 (Sat.)	TULSA
Jan. 27 (Mon.)	at Northern Iowa
Jan. 30 (Thu.)	at Southwest Missouri State
Feb. 1 (Sat.)	LONG ISLAND
Feb. 3 (Mon.)	at Kansas State
Feb. 8 (Sat.)	SOUTHWEST MISSOURI STATE
Feb. 10 (Mon.)	CENTRAL MISSOURI STATE
Feb. 22 (Sat.)	ST. LOUIS
Feb. 26 (Wed.)	at Kentucky Wesleyan
Mar. 1 (Sat.)	EVANSVILLE
Mar. 3 (Mon.)	INDIANA STATE

ALL HOME GAMES START AT 8:05 p.m.

* * * *

OTHER WINTER SPORTS through January:

November
19--Gymnastics, intra-squad meet
23--Swimming, intra-squad meet
29-30--Gymnastics, Midwest Open at Chicago

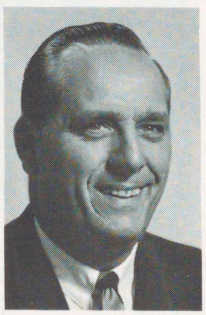
December
7--Swimming, Illinois Relays at Normal
Wrestling, Illinois Invitational at Champaign
13-14--Gymnastics, Iowa Invitational at Ames, Iowa
16--Wrestling, Bloomsburg State College, home
26-31--Gymnastics, USGF Eastern Clinic at Ft. Lauderdale, Fla.
27-28--Wrestling, Midlands Tournament at LaGrange, Ill.

January
3--Gymnastics, Iowa at home
Swimming, at Miami University, Oxford, Ohio
4--Gymnastics, Illinois, home
Swimming, Miami Relays, Oxford, Ohio
11--Wrestling, Triangular at Moorhead, Minn.
17--Gymnastics, at Michigan State
Swimming, University of Evansville at home
Wrestling, at Eastern Michigan
18--Gymnastics, Iowa State at home
Swimming, at University of Cincinnati
Wrestling, at Michigan State
23--Wrestling, Illinois, home
24--Gymnastics, at Mankato State, Minn.
Swimming, Oklahoma at home
25--Swimming, at Michigan
Wrestling, Nebraska, home
31--Swimming, at Indiana University
Wrestling, at Oklahoma State

* * * *

THE COUGARS' SOCCER victory over Eastern Illinois University early in the year gave Coach Bob Guelker his 100th win in ten seasons of college coaching. His teams during the same period lost only 13 contests and tied four.

For the benefit of Cougar fans, Guelker has written a pamphlet, "Soccer in Brief", which outlines some of the game's more important elements. The pamphlet was printed through the courtesy of the Alumni Association.


Guelker

"There are approximately 134 countries affiliated with the world governing body of soccer known as the Federation Internationale Football Association (FIFA)," Guelker writes. "It is to be noted that the name of the game is football around the world but in the United States we refer to it as soccer football, or just 'soccer.'

"Essentially soccer is a game that is played primarily with skills using the feet, thighs, chest, and head. The goalkeeper is the only person on the field who can use his hands, providing it is done inside the penalty area. Outside of the penalty area, the goalkeeper is like any other player."

Copies of the pamphlet may be obtained from the Alumni Office at Edwardsville without charge.

Alumni,
here, there . . .

1918 After a long career of teaching, writing, and travel with her husband, JESSIE WHITESIDE FINKS, 2, settled in Shelbyville in "retirement"—a time she has found in many ways to be "the busiest years of my life." She has had more than 300 poems and thirty songs published. "I have carried on a personal ministry for years which has given me much satisfaction and many new friends, London to Hong Kong as well as other foreign places," she wrote recently.

1935 Dr. SYLVAN OWEN GREENLEE received the $1,000 American Chemical Society Award in the chemistry of plastics and coatings presented at the ACS national meeting in Atlantic City in September. Dr. Greenlee, recipient of a 1967 Alumni Achievement Award, now is director of Greenlee Research Company in Moline, Mich. He was a pioneer in the development of epoxy resins, the most versatile group of known organic polymers. Research under his direction has spearheaded the growth of epoxy coatings to a market approximating 120-million pounds a year, with a host of applications in electronics, sealants, adhesives, printing inks, paints, molded products, and industrial maintenance fields. His developments have led to more than 100 patents.

1941 ODELL MOSELEY earlier this year was named principal of Edison Junior High School, Champaign. He previously had been assistant principal in the same school. Mr. Moseley joined the Champaign school system in 1951 as a mathematics teacher, previously teaching in Wichita, Kans., and Alto Pass. He holds a master's degree from the University of Colorado.

1948 SAMUEL L. ENDICOTT, a representative of The Equitable Life Assurance Society of the United States, was awarded the Chartered Life Underwriter designation at national conferment exercises of the American College of Life Underwriters in Philadelphia in September. He and his wife, Martha, have two children and live in Carmi.

1949 GEORGE W. BELTZ, M.S. '50, was awarded the Ph.D. degree in education by St. Louis University in June. His thesis was titled, "Independent Study in Selected Secondary Schools in Missouri."

CHARLES W. TUROK, a major in the U.S. Army Reserve, has been graduated from the Command and General Staff College, Ft. Leavenworth, Kans. Maj. Turok, who is co-chairman of the Paducah Area SIU Alumni Club, attended the Army school during two-week summer sessions over a period of five years. He is a chemist for Union Carbide Corp.

1954 RALPH C. ST. JOHN, M.S. '56, received a Ph.D. degree in microbiology from SIU in August. He had served as a research assistant in the microbiology department while doing his doctoral studies. Mr. St. John and his wife, the former Susanne Jager from Hungary, have four children.

1955 Maj. WILBERT F. CRAIG III has been decorated with the U.S. Air Force Commendation Medal for meritorious service as a mathematician with the Headquarters Command in the Pentagon. Maj. Craig and his wife have three children and live in Camp Springs, Md.

LELAND SHELTON, M.S. '60, has been named director of market research for Scott, Foresman and Company, one of the nation's largest educational publishers which is headquartered in Glenview. He previously was assistant director and before that had served four years as a sales representative in northern Illinois. A former teacher, Mr. Shelton did advanced graduate work in mathematics at the University of Arkansas. He and his wife (JOAN BRAMLET '58) live in Deerfield with their two children.

1956 JAMES L. WILLIAMS has been named public relations manager for the Country Companies, Bloomington-based insurance firm. He is responsible for development of a statewide public re-

Dr. John Ritter, ex '45, left last month for South Vietnam as one of thirty-two physicians volunteering his services in a program administered by the American Medical Association and the U.S. Agency for International Development. He is a staff member at the Appalachian Regional Hospital, Harlan, Kentucky.

lations program as well as for the selection, training, and supervision of public relations representatives who will conduct safety education programs. Mr. Williams and his wife, Madge, are parents of a son and a daughter.

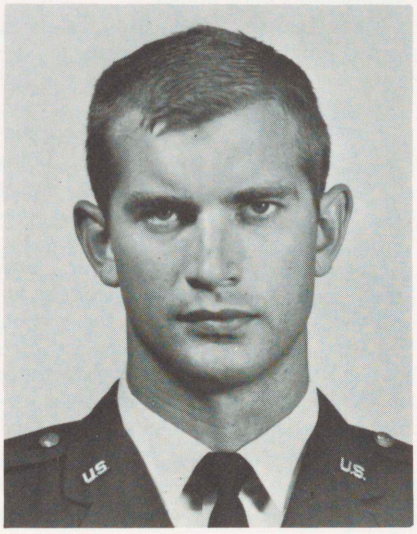
1957 James E. Gillihan has assumed duties as executive director of the new Arts and Sciences Museum in Pine Bluff, Ark. The museum is part of a $10-million civic complex designed by Edward Durell Stone which also includes other municipal buildings. Mr. Gillihan and his wife (Phebe Moss, ex '56) have two children, David and Lisa.

1959 Ralph E. Layman, M.S. '62, is superintendent of the Grand Ridge Community school district. He and his wife, the former Nellie Howell, have two children, Bobby 13, and Debra, 12.

1961 Rosemary Tomlovic is an instructor in the modern languages department at St. Louis University, where she also is completing work toward a graduate degree. She previously taught German in the Alton public schools for six years.

1962 Ron Ballatore, former Saluki swimmer and swimming coach at Pasadena, Calif., City College, was selected as head coach of Peru's Olympic swimming team. The selection stemmed in part from his training at the California school of Juan Bello, Peruvian native who later became an American national swimming champion.

Mr. and Mrs. William J. Best (Brenda Moerschel) now live in Palatine, where he is a sales engineer for Olin Mathieson Chemical Corporation's urethane foam division. Mrs. Best previously was a high school art teacher in Valley Stream, N.Y., for two years. The couple has a daughter, Heather



LIERMAN

BOSCHERT

Three 1968 graduates have received new assignments from the U.S. Air Force. Lieutenants John T. Boschert and William J. Lierman III are in pilot training at Reese AFB, Tex., and Laredo AFB, Tex., respectively. Airman Robert A. Fourhman has been assigned to Keesler AFB, Miss., for training as a communications-electronics specialist.

FOURHMAN

Marie, born last February 14.

Dr. KENNETH L. WEIK, M.S., Ph.D. '67, assistant professor of biology at Lake Forest College, has initiated a survey of local algal flora in Lake County under grants from the LFC Given Foundation and Shell Companies Foundation. Dr. Weik and his wife, the former Diane L. Nielsen, have two daughters and live in Libertyville.

1963 HARRY O. BETTERTON, M.S., Ph.D. '68, has been named assistant professor of biology at Ball State University, Muncie, Ind. He previously was a high school teacher in Elkhart and had been a plant chemist for Penn Salt Co., Chicago Heights. He has done major research on stalkrot in corn. Dr. Betterton and his wife, Judith, have one son.

Capt. ROBERT L. SHINPAUGH, USAF, is an instructor at a computer institute in Washington, D.C. He assumed his new post upon return from a tour of duty in the Far East, where he was part of a six-man team conducting courses for the Pacific Command in Saigon, Bangkok, and Taipei. He and his wife (BARBARA MASO SHINPAUGH '65) now make their home in Bladensburg, Md.

FREDDIE L. WAIR, M.S. '68, a science teacher at Clark Junior High School in East St. Louis, was one of 109 participants from twenty-five states in a summer institute for science and mathematics teachers at Peabody Teachers College, Nashville, Tenn. The institute was sponsored by the National Science Foundation.

1964 HARVEY D. WILLIAMS JR. is a senior medical student at Howard University, Washington, D.C.

1965 Mr. and Mrs. JAMES M. IZETT (SUE FLEMING IZETT) both are full-time graduate students at Indiana State University, Terre Haute. Mr. Izett is enrolled in an M.B.A. program, while Mrs. Izett is working toward a degree in speech.

First Lt. RONALD W. MCCLUSKEY is an F–4 Phantom jet pilot with the 555th Tactical Fighter Squadron stationed at Udorn Royal Thai AFB, Thailand. He has flown more than 100 combat missions over North Vietnam.

GEORGE S. OSBORNE, Ph.D. '68, is a speech scientist and instructor in the Eye and Ear Infirmary and Center for Craniofacial Anomalies at the University of Illinois Medical Center in Chicago. In addition to his teaching duties, he is enrolled for study in the U. of I. College of Dentistry. Dr. Osborne is married to the former Joan E. Bolitho of Dallas, Tex.

Capt. MICHAEL L. PATTON has been assigned to Korat Royal Thai AFB, Thailand, as an accounting and finance officer after completion of an M.B.A. degree in accounting at Michigan State University. He was commissioned as a distinguished military graduate upon completion of the Air Force R.O.T.C. program at SIU. His wife is the former JUDITH ANN BUZZARD, ex.

GARY H. PECKLER is head baseball coach at Austin High School, Chicago. He and his wife (CAROL ANN HALTER '67) live in Des Plaines.

MARTIN D. SNYDER has been appointed assistant director for records in the admissions office and instructor in the department of business administration at Illinois State University, Normal. He previously was a supervisor in the Admissions Office at SIU.

MARY LOUISE ZIEGER, M.S., has been named administrative assistant to the principal in the the Middle School, Lindberg school district, St. Louis County, Mo. She is responsible for curriculum for the 2,000 sixth and seventh graders attending the school, as well as for procuring curriculum materials. A member of the Lindbergh school district's elementary school staff for nine years, Miss Zieger is a candidate for the doctor of philosophy degree from St. Louis University.

MISS ZIEGER

1966 First Lt. ALECK L. BIEHL has been awarded the Air Force Commendation Medal for meritorious achievement as a food services officer at Tan Son Nhut AFB, Vietnam. His wife, RUTH ANN JOHNSON BIEHL '67, is a first grade teacher in Nokomis. In January Lt. Biehl is scheduled for assignment to Maxwell AFB, Ala.

CHARLES PAUL DOTY is one of forty-five Peace Corps volunteers assigned to a program in Chile designed to develop forest resources through research, reforestation, and erosion control. The assignment involves direct work with Chilean forestry agencies as well as with individual farmers to encourage expanded forest industries and development of projects such as school construction and road building. Mr. Doty and the other volunteers completed eleven weeks of training at the University of Washington prior to the Chilean assignment.

Capt. ROBERT A. GODKE, M.S. '68, has completed a basic Medical Service Corps officer course at Brooke Army Medical Center, Ft. Sam Houston, Tex. Mrs. Godke is the former NANCY EBBERT '66.

GEORGE E. HUMPHREYS has been named instructor in engineering at the Beaver campus, Pennsylvania State University. While completing work on his master's degree at SIU he served as a graduate assistant in the digital and analog computer laboratory. He also has worked as a customer engineer for International Business Machines, St. Louis. Mrs. Humphreys is the former MARIE HUGHES '67.

First Lt. ROBERT L. PERKINS received his third Bronze Star in August for meritorious service in combat near Di An, Vietnam. He has been on active duty with the U.S. Army since January, 1966.

CHARLES S. PEYSER JR., M.A., Ph.D. '68, is an instructor of psychology at the University of the South, Sewanee, Tenn.

CHARLES POLLACK is a physical education teacher and head soccer coach at Canarsie High School, Brooklyn, N.Y. He has done graduate work at Brooklyn College.

ROBERT W. SANTO has been appointed a sales representative for McNeil Laboratories, Ft. Washington, Pa. He will represent the pharmaceutical firm in Manhattan.

ROBERT TATGENHORST is a social science teacher in the high school affiliated with Illinois State University, Normal. He formerly taught at West Senior High School in Aurora, and has completed master's degree work at Northern Illinois University.

1967 WILLIAM J. BARR has been commissioned a second lieutenant in the U.S. Air Force upon completion of Officer Training School at Lackland AFB, Tex. He now is assigned to Laredo AFB, Tex., for pilot training.

Mr. and Mrs. ERNEST CARANI (PAM MEDCALF CARANI), M.S. '68, now live in Springfield, where he has assumed duties as health educator for the Illinois Tuberculosis and Respiratory Disease Association. They have a son, Cory.

TERRY L. CHILDERS has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland

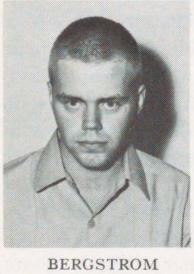
AFB, Tex. He is now assigned to Randolph AFB, Tex., for pilot training.

Second Lt. ROLAND A. HASSEBROCK has received the U.S. Air Force Commendation Medal for meritorious service as a procurement officer at Andrews AFB, Md. He was commissioned in 1967 upon completion of Air Force R.O.T.C. training at SIU.

TERRY MCKEON has been named sales manager for the Kansas City Hilton Inn, Kansas City, Mo. He entered the Hilton Hotels Corporation's sales training program upon graduation from SIU and previously served as sales representative for the Netherland Hilton Hotel, Cincinnati.

Airman JOSEPH B. PETTY is stationed at Keesler AFB, Miss., where he is assigned to USAF electronics school. He and his wife, Karen, live in Biloxi, where she is a private voice teacher. They expect to remain in Biloxi until sometime in the spring.

Airman PAUL G. BERGSTROM has been graduated from the Defense Information School's basic military journalist course at Ft. Benjamin Harrison, Ind. Second Lt. WILLIAM J. BLACKMAN has been awarded his Silver Wings upon



BERGSTROM

BLACKMAN

graduation from U.S. Air Force navigator training at Mather AFB, Calif. He is now assigned to Wurtsmith AFB, Mich., for flying duty with the Strategic Air Command.

DON F. RAGSDALE, former assistant security officer at SIU, has joined the faculty of Valencia Junior College, Orlando, Fla., as administrator and instructor in a law enforcement training program. He and his wife, Patricia, have four children.

Mr. WILLIAM P. REDDEN, M.S., is a teacher in the St. Louis school system. He received a B.A. degree from Harris Teachers College in 1962. He and his wife, Louise, have three sons.

Rockford is the home of MARY J. RICHARDS, VTI, a dental hygienist.

MANUEL A. ROMERO is a programming superintendent for the U.S. Air Force at Hickman AFB, Hawaii. He and his wife, Stella, have three daughters.

Montagnard Receives SIU Degree

First Vietnamese Montagnard tribesman ever to receive an academic degree in the United States was graduated from SIU in August when Pierre Marie Briuh was awarded a bachelor of science degree from the College of Education.

Briuh, a former high school teacher in the South Vietnam Highlands, was one of two Montagnard teachers recommended for admission by an SIU educational team in his homeland. The other was Hdok Y'Char, who expects to complete degree requirements at SIU next year.

Briuh came to SIU in the winter of 1966 after three months of intensive English study at Georgetown University. At first he had to rely largely on his ability to use French, which he learned in Lycee Yeroin High School and Dalat University in his own country. Now he speaks English fluently.

Hoping to teach in a normal school for the Montagnards, Briuh left for home immediately after commencement. Education, he explained, is as much a need for the people in the Highlands as food and clothes.

JOHN W. SEABOLT lives in Marissa and is an internal auditor for the Ralston Purina Co., St. Louis.

Mr. and Mrs. James R. Severs (JOY ANN SIMMONS, VTI) live in Chester, where she is secretary for an attorney.

JOHN K. TOWLE has accepted a teaching position with the Department of Defense, U.S. Air Force. He is stationed at Clark AFB, Philippines, teaching German to high school students who are Air Force dependents. Mr. Towle plans to do graduate work at the University of the Philippines.

LYNNEAL A. WELLS has been reappointed to a two-year term as executive secretary to the Rock County, Wis., board of supervisors. In this post, established by the state's "County Administrator" statute, he is responsible for central county purchasing, handling of personnel, making the budget and exercising budgetary controls, and handling public relations. He and Mrs. Wells (SUE LYNN WILSON) live in Janesville.

Marine Corps Second Lt. TOM F. WUNDERLICH has been awarded his Silver Wings upon graduation from U.S. Air Force pilot training school at Laredo AFB, Tex. He is now assigned to the Marine Corps Air Station at Cherry Point, N.C. Mrs. Wunderlich is the former SUSAN MARIE BALMES.

1968 ROBERT L. BROWN is a sixth grade teacher at Edison school, Mt. Vernon. . . . GORDON D. COLE and SAMUEL R. RESOR have joined the staff of the Southern Forest Experiment Station, New Orleans.

Airman KENNETH C. BRUMMER has completed basic training at Lackland AFB, Tex., and is now assigned to the Air Force Technical Training Center at Sheppard AFB, Tex., for specialized schooling as a communications specialist.

DENNIS E. DONHAM, M.S., has been appointed resident advisor and counselor for three residence halls at Grinnell College, Grinnell, Ia., where he also is on the education faculty.

The Rev. JOHN P. EDDY, Ph.D., is the first dean of students at Johnson State College in Vermont, where he also is assistant professor of philosophy and religion. He formerly served as pastor of a number of Methodist churches in Minnesota, Pennsylvania, and Southern Illinois.

EBENEZER E. E. EPPIE, M.S., is on a six-month training appointment with the U.S. Geological Survey in Albany, N.Y. He will receive additional administrative and technical education in geology before return to his homeland, West Cameroun.

KENNETH B. FOUTS, Ph.D., is an associate professor in the department of speech at Southern Colorado State College, Pueblo. He received a bachelor's degree from the University of Texas and a master's from the University of Colorado, then taught in high school and college before coming to SIU to work toward his doctorate.

M. S. T. NAMBOODIRI, Ph.D., is an assistant professor of mathematics at Wisconsin State University. A graduate of the University of Kerala, India, he received a master's degree from Boston University and was recipient of the first doctorate in mathematics awarded by SIU.

Airman KURT A. MCKENZIE has

completed basic training at Lackland AFB, Tex., and is now assigned to the Air Force Technical Training Center at Syracuse University for schooling as a language specialist.

Second Lt. Mary B. Popp has completed Army Nurse Corps officer basic training at Brooke Army Medical Center, Ft. Sam Houston, Tex.

Orpha J. Richmond, M.S., has been appointed to a teaching fellowship in English at American University in Cairo, Egypt. As a graduate student at SIU she served as a general advisor and special assistant in International Student Services.

Julie Slowik has "won her wings" as a stewardess with Delta Air Lines. From her base station at Chicago she will be assigned to flights to many of the sixty cities served by Delta in twenty-two states, the District of Columbia, and the Caribbean.

MISS SLOWIK

Muhammad H. Solomon, Ph.D., has received a teaching position as assistant professor of criminology at Sam Houston State College, Huntsville, Tex. After two years there he plans to return to his native South Africa to teach criminology or to join the government's educational administration program.

Airman Albert A. Wisely has completed basic training at Lackland AFB, Tex., and is now assigned to the Air Force Technical Training Center at Keesler AFB, Miss., for specialized training as a chaplain's aide.

Marriages

Sharon Kay Altenbaumer '68, Central City, to E. Craig Martin, Akron, Ohio, June 9 in Zion United Church of Christ, Central City.

Sharon Kay Hawkins '68, Troy, to John R. Dampf '68, Florissant, Mo., August 17 in the First Baptist Church, Collinsville.

Barbara Ann Williford, Carbondale, to Robert W. Arnold '68, Johnston City, September 14 in the United Methodist Church, Carbondale.

Kathryn Ann Finley '68, Collinsville, to Dale A. Rednour, Collinsville, June 22 in St. John Evangelical United Church of Christ, Collinsville.

Shirley D. Friederich '68, Mascoutah, to Thomas M. Rivers, Burlington, Vt., June 8 in the Holy Childhood of Jesus Church, Mascoutah.

Elra M. Johnston '68, Edwardsville, to Charles S. Gullicksrud, Wood River, August 10 in St. Bernard's Catholic Church, Wood River.

Lois J. Ketchum '68, Godfrey, to Willis A. Caperton, Alton, July 26 in the Whitelaw Avenue Baptist Church, Alton.

Judith Carol Flario, Montgomery, Ala., to Robert A. Lindsey '68, Arlington Heights, August 31 in St. Francis Xavier Catholic Church, Carbondale.

Ruth Williams, Marion, to Larry D. O'Dell '68, Odin, August 31 in the First Christian Church, Johnston City.

Janice Faye Ricks '68, Wood River, to Jerry R. Moore, Edwardsville, July 20 in the Zion Lutheran Church, Bethalto.

Cheryl Lynn Smith, Granite City, to Robert E. Pyle '68, Granite City, August 17 in the Maplewood United Methodist Church, Cahokia.

Suzanne Garey '68, Granite City, to David A. Claeys '67, Centralia, June 10 in St. Margaret Mary Roman Catholic Church, Granite City.

Sharon Lee Ward, Murphysboro, to Preston M. Jones '67, Murphysboro, September 14 in the United Methodist Church, Murphysboro.

Mary Lynn Little, Alton, to John H. Cwan '67, Edwardsville, August 10 in St. Mary's Catholic Church, Edwardsville.

Lois Ann Eggemeyer '67, Chester, to Gary A. Meyer '67, Florissant, Mo., in May at the St. John Lutheran Church, Chester.

Judith Hall '65, Mascoutah, to Daniel Dietz, Mascoutah, June 8 in St. John United Church of Christ, Mascoutah.

LaDonna Galloway '64, Belleville, to James R. Kalish, East St. Louis, June 15 in Westview Baptist Church, Belleville.

Sharon Eileen Handling '60, East Alton, to Calvin J. Reynolds, Wood River, July 21 in the Whitelawn Baptist Church, Wood River.

Births

To Mr. and Mrs. Bard F. White, M.S. '67, Fairfax, Va., a son born March 6.

To Mr. and Mrs. Gregory J. Janik '66 (Karen Mickan Janik '65), Liberty, Mo., a son born March 26.

To Mr. and Mrs. Robert Gower, VTI '64, Park Forest, a daughter born October 1.

To Mr. and Mrs. James L. Carr '64, Evansville, Ind., a son born August 13.

To Mr. and Mrs. David Schmisseur '63 (Patricia L. Seiber '60, M.S. '64), Godfrey, a son born September 8.

To Mr. and Mrs. Jim Horntrop '58 (Peggy Henderson '62), Metropolis, a son born August 14.

To Mr. and Mrs. Jerald Niemeier (Joyce Marlene Cox '60, M.S. '65), Alton, a daughter born April 15.

To Mr. and Mrs. Herb Gillen '56 (Betty Holbrook '57), Columbus, Ohio, a daughter born July 15.

To Mr. and Mrs. Thomas B. Threewitt '66, Urbana, a daughter born July 14.

Deaths

1925 Mrs. John S. Ford (Lelia Gardner, 2) Alma, died September 21.

1927 Marguerite Barra, 2, '40, Johnston City, died September 30 after a three-year illness. She was a former teacher and librarian in the Johnston City schools.

1943 Mrs. Mae Alexander Wright, ex, Marion, died September 28 as a result of an automobile accident near Marion. She was a retired school teacher and an aunt of Dr. Orville Alexander, SIU faculty member who at one time was Alumni director.

1948 Kenneth Cole, ex, Norris City postmaster, died August 22 at age 55. He was a former Illinois State Police captain and had served two terms as White County sheriff. Mr. Cole was a prominent athlete in his days at SIU and later taught and coached at both Norris City and Enfield.

1953 Mrs. Cornelia Server Smith, Cairo, died in an auto accident near Charleston, Mo., in early May.

The Alumni Office also has been notified of the following deaths:

1920 Miss Anna Bishop, ex, Anna.

1927 John Grable, ex, Broughton.

1931 Mrs. Carl J. Epplin (Marie Baudison), Pinckneyville.

1934 James H. Love, Metropolis.

1947 Miss Myrtle Maulding, Belle Rive.

Honorable & Mentionable . . .

Back in 1963 Barrett Rochman was having a rough time making ends meet as an undergraduate at SIU. So he went into business.

Today, the energetic father of four not only is able to study for a master's degree and support a family at the same time, but his campus "empire" has grown so large that it has long since become too much for one man to handle—he employs ten students on a part-time basis.

Rochman's business enterprises all started when he came to the conclusion in 1963 that the 85 cents an hour he was making in a spare time job just wasn't enough to keep him going. Casting about for a way to expand his income, he hit upon an idea—a birthday cake service.

After contacting several local bakeries which agreed to supply the cakes to order, he obtained a list of students' home addresses and began sending out letters to parents offering to deliver to their offspring on their birthdays specially decorated cakes with candles and greeting cards from mom and dad.

"I had to hock my watch and radio to buy stationery and stamps and pay some coeds to help write the letters and addresses," he recalls. Also, to raise working capital, he sold "shares" in the business to about fifteen other students who put up two or three dollars each to get the venture started.

The birthday cake idea was an immediate success, and Rochman still operates it with the aid of several student assistants. He says he gets orders from about 25 to 30 percent of the letters he sends out and that to date he has sold more than 9,000 cakes.

Shortly after his first business was off the ground, Rochman branched out with a line of sandwiches, bakery goods, fruit, and soft drinks which he carried nightly to the off-campus dorms.

"I used to go around from dorm to dorm with my arms loaded down with baskets," he says. "I guess I must have looked like Little Red Riding Hood."

That venture, too, was successful; he soon was hiring other students to help wrap the food items and to open up new "baskaroutes."

BARRETT ROCHMAN AT WORK

In 1965 a student who had been operating a similar service for residents of on-campus residence halls graduated, so Rochman was free to move in and fill the void. He purchased a light-weight push cart which he could transport in the back of his car and set up a campus route.

His service became so popular in a short time that student demands made it necessary for him to buy several more carts and hire still more students to operate them.

To top it all off, not long ago Rochman branched out again by taking over the servicing of a small string of off-campus dormitory vending machines.

In gratitude for his own success and because of his empathy for students who have to work, Rochman has established two grants-in-aid totalling $250 per year at SIU, one for a resident of the Thompson Point residence hall complex and the other for a resident of University Park.

The young entrepreneur, who received his bachelor's degree in 1964, says he felt impelled to express his appreciation in this way "because the University has been good to me. If it were not for the help and cooperation I've received, I couldn't have gone to school and supported a family."

Distinguished in any company

the Southern Illinois University chair

The Southern Illinois University chair, distinguished for its comfort and beauty, is at home in any setting —contemporary or traditional. Ruggedly constructed of yellow birch and finished in black lacquer with antique gold trim, it is an impressive addition to the home, office, or place of business. The SIU seal is silk-screened in gold on the backrest. Ideal gift—or order one for your own enjoyment. The arm chair shown is available through your Alumni Association at only $33 (Illinois residents add 5% sales tax). Make checks payable to SIU Alumni Association. Your chair will be shipped express collect direct to you from the Gardner, Mass., factory. Shipping weight 32 pounds. Delivery in two to three weeks.